DOCUMENT RESUME

ED 044 163 LI 002 220

AUTHOR	Davies, Gillian M.
TITLE	College Libraries; Report of Study Conference 69/39.
INSTITUTION	Further Education Staff Coll., Blagdon (England).
PUB DATE	69
NOTE	29p.; Further Education Staff College; Report v2 n16
AVAILABLE FROM	Further Education Staff College, Coombe Lodge, Blagdon, Bristol, England ($2.50)
EDRS PRICE	EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS	*College Libraries, Conference Reports, Foreign Countries, *Librarians, *Library Services, *Public Libraries
IDENTIFIERS	*England

ABSTRACT

This is the second volume of reports on the work of the Further Education Staff College. Each volume consists of accounts of the proceedings of selected study-conferences and collections of special papers and monographs. Twenty numbers are published each year covering the development of further education, college and industrial relationships, the relationships with other branches of education, developments in particular subjects and college administration and management. The aim of this particular conference was to provide librarians with an opportunity to consider the developing roles of libraries within the context of college objectives. Papers given include: (1) The Tutor Librarian, (2) The Library as the College Communication Centre, (3) College and Public Libraries, (4) The College Library and Resources, and (5) College Libraries in the Future. A short bibliography and a list of the college's previous publications are appended. (Author/NH)

Further Education Staff College Report of Study Conference 69/39 **Vol 2 No 16**

ED044163

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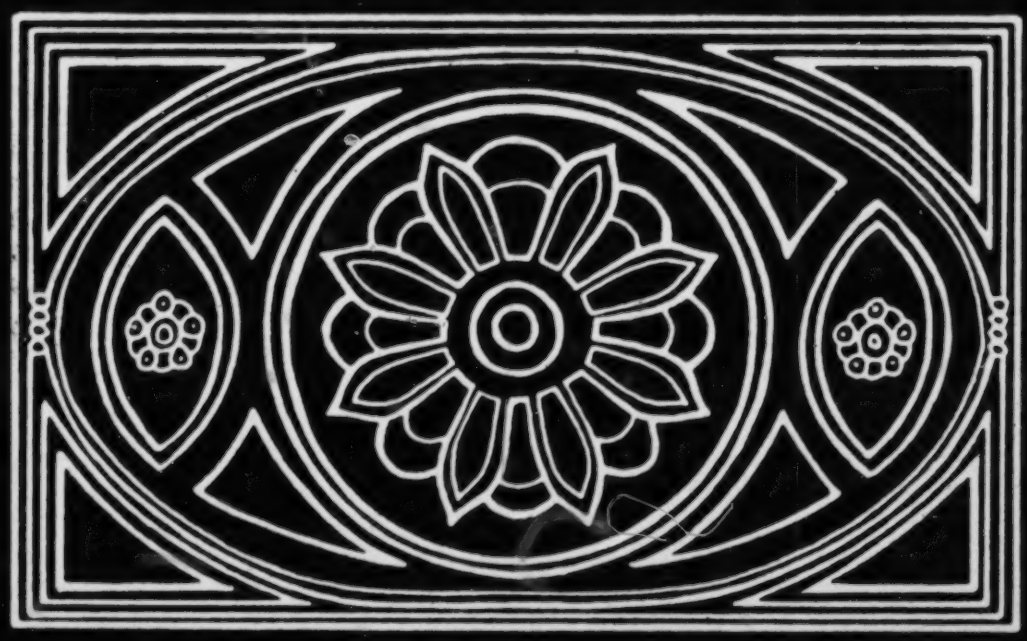

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The Further Education Staff College was established on 15 November 1960 as a direct outcome of a recommendation of the Willis Jackson Report, 'The Supply and Training of Teachers for Technical Colleges' (1956). Its principal objective is the improvement of the efficiency of establishments of further education by providing for senior members of staff of such establishments and representatives from industry, government, other fields of education and other occupations associated with further education facilities for education, training, research and the exchange of ideas, information and experience relating to further education. Since 1963 the College has been organising study-conferences at which members of staff have been able to analyse and discuss their common problems, to become aware of new techniques and skills by which the further education service can be improved and to make recommendations for further action or enquiry.

At present principally one week study-conferences are organised on a wide range of subjects for an optimum number of 32 members. The members meet either in plenary session to hear and discuss lectures or in four study-groups, or syndicates, to study and discuss specific topics and projects in detail. The composition of these study-groups is rotated so that all have the opportunity of working with each other. The work of each group is reported either in full session or when syndicates are reformed. Free discussion within syndicates is occasionally augmented by the employment of expert witnesses, visits to other establishments, in-tray exercises or case studies.

This is the second volume of Reports on the work of the College. Each volume consists of accounts of the proceedings of selected study-conferences and collections of special papers and monographs. Twenty numbers are published each year covering the development of further education, college and industrial relationships, the relationships with other branches of education, developments in particular subjects and college administration and management. It is neither within the scope of the College nor of its Reports to offer a comprehensive or authoritative discussion of particular topics. The report service aims only to record and publicise the proceedings and conclusions of the study-conference at which these topics were discussed and to provide a summary of the same for all those interested in the work of the Staff College. Such a summary does not necessarily express the views of any individuals or of the organisations they represent.

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INTRODUCTION

The aim of this particular conference was to provide librarians with an opportunity to consider the developing roles of libraries within the context of college objectives. The study conference met at Coombe Lodge in the period 28th September to 4th October 1969, and was attended by college librarians of varying titles from all parts of England. Seventeen tutor librarians, two assistant tutor librarians, one senior tutor librarian, eleven college librarians, two deputy college librarians, one senior assistant librarian and one head of department of library subjects represented colleges of further education, technical colleges, colleges of education, colleges of technology, one art college, one college of commerce and one Literary Institute. Lectures were given by A C Bubb (Librarian at the University of Salford), S R Gadsden (Chief Librarian at Leicester Polytechnic, who has done some work on Rainsworth and has been a member of CTFE Committee), F Hatt (Tutor Librarian at City of Canterbury College of Art), L F Ryder (Aural and Visual Aids Inspector for the Inner London Education Authority), and A H Watkins (Borough Librarian for the London Borough of Bromley). D E Bagley (Assistant County Technical Librarian for the Technical Library and Information Service at Hatfield Polytechnic) acted as Visiting Tutor throughout the conference. M J Freeman (Tutor Librarian at Weston super Mare Technical College) also visited conference.

"Come, and take choice of all my library,
And so beguile thy sorrow ...."

Titus Andronicus

PAPERS

F Hatt The Tutor Librarian

Mr Hatt began by saying that he wished to discuss the problems held in common by librarians across the boundaries of their differing colleges. One such problem was the often interchangeable styling of Librarian, Tutor Librarian and Senior Librarian. Not only may financial considerations be a factor in the choice of styling, but the style may often be the product of the hunger for commensurate status with lecturers, and also the recognition of the widespread feeling that librarians in colleges have an educational role to play in addition to their traditional service in the college.

While Mr Hatt did not wish to state precisely these new objectives, he outlined the current general argument. Because society is a highly complex organisation, it is increasingly dependent on communication at all levels: it is at present deafened by the information explosion. Students should, as part of their education, acquire the natural inclination to read, and the skills to follow this inclination: they should, in other words, be trained to use communication media. These skills depend on some familiarity with the ways in which information is packaged (for example, in words on pages) and the ways in which those packages tend to be arranged in larger packages (for example, in libraries), the ways in which those larger packages tend to be arranged in relation to each other, and the ways in which these arrangements are manifested (for example, in indices and catalogues). Through this relationship with the college library, the student becomes a self-reliant reader, information-getter and information-user. This, so the argument runs, is what tutor-librarianship is all about.

The traditional library service stems from a response to a need to collate existing books: the library is set up to store this material. Stock usage may be maximised by careful organisation and anticipation of needs - for example, the definition of a subject heading in a catalogue, or more general principles of indexing, cataloguing and publication - but this remains work within the framework of the traditional library concept. Mr Hatt was concerned to distinguish the educational role as something entirely new and different from the traditional library service, and did not see tutor librarianship merely as an extension of stock exploitation. New attitudes were called for on the part of librarians.

Two extremes, bounding intermediate positions on a methodological continum,

were outlined. On the one hand it is argued that information retrieval should be presented as a timetabled activity, tutor librarians giving lectures and setting projects, q v: G H Wright's 'The Library in Colleges of Commerce and Technology'. (The ATTI pamphlet 'Use of Libraries' also describes courses based on this attitude). At the other extreme, the tutor librarian uses the enquiry situation wherever possible to educational advantage: on this informal approach, an enquiry for information would be followed by a combined search, the tutor librarian meanwhile outlining for the enquirer the principles of the library cataloguing and indexing system. The choice of methodology will be influenced by a number of variables: the type and number of students; the level and nature of their courses; the attitudes of the academic staff; the syllabus; the architecture of the library; the staffing and structure of the library; and, most of all, the personality of the tutor librarian.

Given some notification of the term's work in advance, and an initial bibliography from the academic staff, the tutor librarian can do a great deal in expanding the bibliographies and giving out print-outs, discussing regularly with students the sources of information, and in particular inculcating in them the right sort of expectations of library research. If the enquiry situation approach is used, retrieval techniques become part of the students' own experience, and will be the more deeply learnt. However, many objections have been lodged against this approach. Not only is it argued that there is insufficient time for this approach, but there is also the logical objection that no one student will go through all the right enquiry combinations which the systematic course can cover. However, the weight of this objection depends upon the assumption that a student would perform more efficiently if he had gone through all these enquiry combinations, and this assumption has no empirical evidence to support it. We know very little of the ways in which people actually get and use information and the bases on which they identify and solve problems: therefore it might be worth questioning this basic assumption, and some research has been done in this area - for example, Professor T J Allen's 'Organisational Aspects of Information Flow in Technology' in the November 1968 ASLIB proceedings. It is argued that the average engineer gets only ten per cent of his information from literature, while the rest is got directly or indirectly from a small group of people styled "gatekeepers". The assumption of universal bookishness is one overstressed even in the universities. The question therefore remains open of how far the systematic courses really cover the ground, as does the question of how much one can really achieve without a radical restructuring of education. If we wish to reorientate people, we must look at the ways in which they actually learn, and then build the system around them. At present we have done no more than to build a low house and teach people to stoop.

Discussion Arising

At present the tutor librarian is not formally trained as a teacher, but then neither are many teachers. Perhaps to execute fulltime systematic courses, the tutor librarian would need to be a teacher. The one-year tutor librarian course was agreed to be very valuable, especially to the librarian moving into a college from a public or special library. Where giving courses is a condition of employment, then some knowledge of teaching techniques (team

teaching, use of programs and media) is invaluable. Nevertheless, it was argued that, as with teachers, if the librarian has not the basic ability, the courses as at present conceived will do very little to remedy this. The tutor librarian has at present, as does the teacher, a double role - that of administrator and teacher - and it could be argued therefore that both teacher and librarian need two trainings each. In a large enough library the problem would be resolved by a division of labour, thus the tutor librarian teaching, and a non-teaching assistant qualified as a chartered librarian.

The students' assessment of information is far more important than either the search for or discovery of information. The Canadian centralised school-children's library service was mentioned which, using various media, deals soley with queries: from then on it is the students' and teachers' assessment that matters. This example beckons in the concept of a national computerised data-bank replacing a part of the traditional library function. It was argued that the most important part of the tutor librarian's function is this one of gradually getting students to frame the right questions - questions which the library can answer. This can be an intuitive process, and indeed it is a difficult one to teach in the abstract. Certainly, the use of libraries is something learned to great advantage early on in the educational career, and the child gains a sure grounding leading to later independence. But if instruction is being given to older students then a heavier mixture of the formal with the personal instruction can be applied. Really there should be no more or less education in a children's library than in a public or college library.

Mr Hatt stressed that the educational role only comes in if the librarian is really fulfilling the traditional role of service in provision and anticipation of demand, and he had no wish to polarise approaches to the educational role. Essentially it must meet the individual needs of the student. People vary greatly in the credence they attach respectively to the spoken and printed word. Very often printed information is overduplicated, and in some cases (such as the specialised journal) it is aimed solely at the specialist at a level on which he can acquire this information by other means. In any community there are these key people - gatekeepers - who do read and keep in touch with outside perspective by various means, and who act informally as a consultancy agency for a large dependency either too lazy or sufficiently ignorant of the other forms in which information is available.

L F Ryder <u>The Library as the College Communication Centre</u>

Mr Ryder began by describing the changes in communications media and went on to share general thoughts on the marshalling of aids and of the resources available for education.

Not only is the nature of an instantaneous universal portable news and entertainment service striking, but the multiplicity of communication channels is a factor in itself. Moreover, there is domestic access to these media, and this is an environment which our society has demanded. It is for those concerned with education to ask how best they can use these resources for the benefit of their children; yet while audio-visual media have been at the disposal of both industry and the ordinary family for

many years, the educational sector has largely chosen to ignore them. Such equipment as there is may be mishandled: some visual aids operators become far more interested in the working of the machinery than in use of the medium; in other cases, the television set or tape recorder enters under the proud custodianship of a specific lecturer or head of department, or - worse - becomes enshrined in a remote recess termed the visual aids room. Yet since this equipment has become cheaper, smaller and simpler to operate, there is no reason why the same attitudes should not be displayed towards the new media as are displayed toward the more familiar medium of the printed word. It is the form, not the content, of the new communications media that has changed our patterns of living: to ignore this and to continue to project a print-dominated educational environment is a process as beside the point as the ostrich's legendary means of defence.

Dr C G Williams has said that "Basically, education and training is a special form of communication from generation to generation of the vast and growing storehouse of knowledge stemming from the distant past", yet "the problem has still to be solved of applying the proper selection of nearly seventy years of new communication and information processing techniques for improving learning efficiency at various ages and various levels." A difficulty that cannot be overstressed is the one which many young people have, i e to respond to a learning situation which depends entirely on their ability to respond to the written word; whatever other skills they may have, the one most usually tested is their verbal skill. The handicap of linguistic poverty is one which many students share: are they to be denied all the experience, depth and insight that others gain from a page of print, are they to be labelled the 'dumb' or the 'drop-outs', or should they be helped through the experiences which most other media are capable of providing? The implied conflict between media posited in the argument that people would 'give up reading' in the face of 'easier ways of learning' is one that has no basis in reality. Mr Ryder cited that the audience of one television broadcast at Covent Garden would fill the hall each night for the rest of the century: these are not numbers taken away from the experience the original media conveyed, but numbers added to it; students who have listened to recordings, watched television broadcasts, or for that matter read the printed text of Shakespeare, have gained an experience that might otherwise have been denied them had they had to rely solely on the original medium.

There are some learning experiences for which the printed page is useless, as when a student wishes to see the way in which the heart moves. There are some people for whom the printed page is less useful than audiovisual media. And again, there is a vast majority of learning situations in which there is much to be gained for the learner by meeting his enquiry for information with a whole range of complementary media: thus an enquiry about war can be validly met by a book, a musical recording, a news report, a painting, a videorecording, a film, and so on. There exists a wealth of resources, equally conveying imagination, experience and information, which together with print could bring students to a greater understanding. Research into the learning process reveals activity and discovery to be key components, and this finding is quite consistent with the present argument towards individual library-based research replacing formalistic lecturing as a learning situation. Individuals learn in different ways and at differing speeds: librarians can provide learners with the time and resources to

make the learning their own, and to achieve that sweet smell of success which brings selfconfidence. This is what we all need and thrive on, and yet so many go through the educational system without ever having experienced that feeling of success which should rightfully be theirs.

Mr Ryder argued that the tiers of citizenship between the teacher, technician and support staff are outmoded: given the interpretation of the educational system as a learning, rather than a teaching process, all are working towards the same objective, and all are involved in individual learning, curriculum reform and the entailed reappraisal of resources. At the lowest level, this reappraisal is necessary because the relative cost of education cannot continue to be as high as it is. The revolution in infant teaching is already under way: the rest of the education sector cannot remain aloof for long.

The library was said to be more than a repository for media with facilities for checkout: it was thought of as a central core of resource guides (marshalling resources in and out of college), surrounded by learning areas. This is the concept of the library as the focal point of communications and corresponds to a view of students as interested people in the learning environment rather than storage and retrieval experts. The architecture of the library should provide a series of spaces for discussion groups, a preparation room for teachers and storage facilities for individual and group students' work, and exhibition space.

Mr Ryder has suggested a concurrent usage by ten per cent of the community. This centre would relate to the whole of the community information resources: it becomes the heart of communications. The audiovisual aids assistant and librarian are seen as partners in a scheme.

Audiovisual aids assistants come in and begin by providing the organisational structure of the new resources of education, and go on to cover first line maintenance, inservice training, creation of materials, and the development of the resource centre. The ILEA AVA courses are all decentralised, and run in any institution where at least eight teachers request it. The basic course is one of familiarisation, demonstrating all kinds of equipment and resources: over five thousand London teachers have been on this kind of course in the past two years. Technique courses, entirely school based, give guidance in the use of projectors, tape recorders, reprography and so on: four and a half thousand teachers have been trained in this way. The third course is a materials course, giving experience in creating in the media: this is vital since much of the commercial material is inadequate, or may be made by people trained in a totally different medium. Mr Ryder estimated that it would take a teacher knowing nothing about a camera six hours to make a film loop, and three hundred and fifty such have been made in London in the past two years. There are throughout London a number of Teacher Centres with an equipped AVA workshop and assistant and open for long hours where teachers can meet, discuss and experiment with producing films and tapes.

Mr Ryder believed that the machine can act as a catalyst in the learning situation: where there is a wide variation within a class in the levels of literacy or numeracy, the stimulus of one or other of the many new means of individual learning often provides the missing motivational factor. Not only does the student

thus gain his rightful entry to the world of recorded knowledge and experience, but the confidence born of his success in one field will be a crucial factor in motivating him and enabling him to master the techniques that were once beyond his comprehension.

In a similar way, the advent of new media in education has stimulated the re-appraisal of the learning objective. When an activity has a variety of techniques at its disposal, it has a technology, and in order to decide which technique to use in which situation, one must have considered the end product of the whole system. In certain areas, very precise definitions are needed, and the tightly structured part of the course (suitable for programmed learning) can be woven with a free range of learning, depending on the learning objective. The art of the teacher is to know the abilities of the student to achieve these laid down objectives. The library, in all of this, has a dynamic role to play if it chooses. If the librarian doesn't begin to centralise resources, different departments will build up unco-ordinated, under-used, badly catalogued resources, and the money will not go round. It is a matter for diplomacy and tact, and the librarian cannot move faster than the general climate of opinion will permit. The student coming into an institution wants the whole range of resources at his fingertips: he should have them. We are not, after all, concerned with resources for the teacher, but with resources for the learner.

A H Watkins <u>College and Public Libraries</u>

Far reaching developments in library co-operation followed the publication of the Kenyon Report in 1927. This report created an atmosphere in which libraries of ancient foundation found themselves able to help younger and less bibliographically endowed libraries. The Central Library for Students became the National Central Library and set out to establish itself as a clearing house for co-operation between libraries of widely differing types, and within a short time a network grew between the academics, public and outlier libraries which came to be referred to as the National Library Service (q v Dainton Report). Mr Watkins expressed the belief that the libraries of a town, particularly those supported by public funds, should work together, not merely by an occasional book loan but by seeking to combine in technical matters of librarianship as well as in the exploitation of resources. The public library's responsibility towards the community in general is to meet its broad demands and also those of the multifarious minority interests. The responsibility of the college library is to provide a main arm in achieving the objectives of the college. Fundamentally there is no difference, and for the maximum benefit of the community librarians were urged to search out every means of mutual aid, to give support to one another generously and with complete trust. Mr Watkins added the rider that the college librarian can do his work far better if he is a member of the college staff than if he is a member of the municipal or county library staff: the latter system diminishes his status in the eyes of the teaching staff and to that degree his authority and opportunities for influence are diminished.

As regards acquisition of stock, co-operative book purchase was considered by the Parry Committee to be only in certain narrow spheres desirable. In Mr

Watkin's own library system, book purchase is centralised because it is the most expeditious way of acquiring and processing stock but the librarian in charge of each point of service is responsible for selecting the greater part of his purchases. There is mutual trust between the staff who select and those who purchase, and information on an order can be swiftly obtained. Mr Watkins believed that the college librarian should have direct contact with his booksellers and the opportunity of choosing them: in no other way can the librarian be in control of his book buying or be sure of having urgent orders executed promptly. A co-operative purchasing agency, whether a group of independent libraries or the supply department of a large local authority can never improve on this system. Mr Watkins confined himself to advocating a general policy on book purchase such as would avoid duplication of expensive works or works which would have only limited use. The colleges would always purchase the books needed in their special subjects, where they should aim at self-sufficiency. Where the curriculum includes liberal studies, support from the public library should be forthcoming. As no library on this side of the Atlantic ever has enough to spend on books, the college librarians, it was argued, should look critically at anything outside their literary responsibilities, considering whether, as the public library will no doubt be stocking the book, the one location might not suffice to meet all demands in the Borough. This was argued to be certainly true of the quick reference books, the yearbooks and directories, and also of the larger reference books such as the Cyclopaedia of the Social Sciences, the big foreign encyclopaedias such as the Grand Larousse and the big biographical dictionaries such as the DNB Stationery Office publications must present a problem to the college librarian: some he must have in stock as soon as they are published, but a great many others might only occasionally be requested. The public librarian has had the advantage, since the Kenyon Report, of the fifty per cent discount, and now municipal libraries may become subscribers and receive upon publication a copy of almost everything published by HMSO. This is an arrangement which Mr Watkins has sought for some time to cut selecting, ordering and cataloguing for the college librarian in a town which becomes a subscriber, since HMSO daily lists will be the catalogue of the public library holdings, and practically any publication will be immediately available. Co-operation in book purchase can be particularly useful in the purchase of foreign books. Academic libraries frequently use an agent abroad: this would not be necessary in most libraries, but an exchange of experience of booksellers when entering on an unfamiliar field of book buying such as foreign books could be very helpful. The public library can also give assistance to the college librarian in locating and purchasing copies of out-of-print books. Purchase in the second-hand market can be tedious and time-consuming, but the searching of booksellers' lists and auction catalogues is a regular routine in the public library, and the work would scarcely be increased by watching for the college librarian's wants at the same time. Another aspect of book purchase on which Mr Watkins thought there should be firm agreement is in the purchase of rare material which might be sought by more than one library in the Borough: competition for an item will increase the price. Mr Watkins thought that if the item is required for the Local History Collection of the public library, it should go there, where the college and the rest of the community could use it.

In Mr Watkins' library, book purchase is carried out in the Bibliographical Division, which is also the centre for bibliographical information, cataloguing

and the union catalogue. The services of this office are available to the college librarians to give access to bibliographies and catalogues which they would perhaps not be justified in providing for themselves. Only a few college libraries, for instance, would have the British Museum Catalogue, or have access to the National Union Catalogue covering the stocks of the Library of Congress and hundreds of libraries throughout the United States and Canada, the London Library Catalogue, and special subject and foreign language catalogues. The union catalogue is an author and classified catalogue containing the holdings of the public libraries of the London Borough. This year the work has been begun of adding the holdings of the library of the Ravensbourne College of Art (by Xerox-ing of existing catalogue entries); next will be the holdings of the Bromley College of Technology, and any others who will come in. Eventually this catalogue will be put into a computer, and print-outs distributed to college librarians. Students will have the Borough's resources at their finger tips; it only remains for them to be given access to other college libraries. Another co-operative tool fabricated by the staff of the Reference Library is the union list of periodicals which records the holdings of the public libraries, two college libraries and a number of research organisations and firms in the Borough. The six hundred titles listed are available for reference or for photocopying; the British Technology Index, the Humanities Index and the Education Index may be referred to in the Central Reference Library if not in the college libraries, so the contents of a majority of these periodicals are readily available. As the only copy of the union catalogue is in the Bibliographical Division, the staff there deal with requests from all libraries in the public library system, and might easily with very little extra work deal similarly with the college libraries; an economy in time and postal charges is effected when requests can be met from within the Borough, as they can in a large proportion of instances without recourse to the Library Region or the National Central Library. Loans between libraries within the Borough are delivered by the Borough Library transport, and this service could be extended to the colleges. In the London and South Eastern Library Region it is not possible for colleges supported by local authorities to become individual members, so that when the Borough's total resources cannot satisfy a request, the public library would automatically apply to the Region, thus saving staff time in the college and generally obtaining a speedier loan by Telex.

Mr Watkins argued that those colleges which teach in a restricted subject field are faced with the problem of great specialisation on the technical side endangering the "education of the whole man", and that provision of a collection of literature of sufficient breadth for liberal studies would be an immense drain on college funds. While the public library could conceivably help out with loan collections, Mr Watkins favoured a different approach. In the belief that in no other way than by using books could one acquire a liberal education of any depth, he wished to see students exposed to the influence of a large and comprehensive library. In medieval times, scholars gravitated towards the places where the books were to be found; the monasteries where they were written and copied. Since those times the library has played an important part in the universities, but the same cannot be said of the colleges. Over thirty years ago, ideas germinated in the United States which have led to the work of a college being centred on and around the library. First known as the liberal arts college, now the library college, the concept was analysed by Jordan and Shores in the US, and by Norman Beswick in this country (LAR 1967). However,

the success of the library college is very much dependent upon a mastery of library resources, and most writers are agreed on the need to "revitalise our instruction in library use" and to give "greater prominence in curriculum to teaching library use". This belief has been made manifest in Knox College, where a new post of Consultant for Library Studies, has been created in order to improve the competence of the students and faculty. It is foreseen here that the resources of single colleges may be insufficient to meet the new demand, and so a large central library will provide the research needs of a group of satellite colleges. Because pressure of the growth in numbers at university has led to lectures and lessons being taped so as to be available to students at any time, students will need to have computer monitored dial access from each carrel in the library. Whether or not traditional teaching should be replaced almost entirely by individual library study, it seems sensible that any action which can make for greater use of the libraries in this country is important and deserving of study. If there are economic deterrents to the application of the concept within the groups of colleges in British towns, some central public libraries do have a large comprehensive stock with some special collections containing research material of a nature sufficient to put into operation a part of the library college idea. If it is feasible and profitable for the public library to work with the Open University in providing space and materials for its students, it is equally desirable to support the colleges of one's own town, and Mr Watkins welcomed the idea of local students working in the public library under the bibliographical guidance of teachers or library staff.

The method of giving groups a project or individuals an essay requiring research involving the use of a variety of sources familiarises students with the process of using books for their own purposes and at the same time sharpens their awareness of the ramifications and potential of the library stock. Success brings self-confidence. And to work in a special collection containing original sources, such as many public libraries have on aspects of local history (for example, Rochdale has a collection on the co-operative movement), can be very stimulating. But to demonstrate the use of books in order to garner information is comparatively simple: to attract young people to the pleasures of reading for its own sake is far more difficult. Appreciation is not easy to inculcate. Public librarians like to think that if readers come to the library for one purpose, they may be attracted to other books which they find, and thus be introduced to broader reading interests: but this probably does not happen with great frequency. An inspired teacher might fire a class with his own enthusiasm, but young people who have never had an urge to read kindled within them by a teacher, by their parents, or in any other way, are going to miss quite a deal in life. Mr Watkins argued that since the state and local authorities have taken over responsibilities in health, welfare and education which were traditionally the parents', so there is nothing incongruous in the public libraries as well as the schools instructing children in the use of books and so opening up the wealth of libraries to them. School libraries at the moment vary enormously in quality, as do the skill and vision of their administrating teachers. While the colleges of education may gradually correct this, more could be done at present with the help of public libraries. Talking to school classes gives the public librarian the chance to do something active, and the reaction of the children is quick and significant. When at the end of the day they attempt to use reference books to solve quiz questions, they look upon it as a game of detection and pursue clues through indices until success comes.

The training of young people as library users bears upon the problem of the flagrant underusage of library resources. If the individual were taught to make greater and better use of the library, time would be saved during his college career and throughout later life. Whilst remaining separate institutions, the college and public library should work as one in all efforts to achieve this objective.

The final matter mentioned by Mr Watkins was the relationship between college and public library staffs. More is likely to come to fruition if staffs get together to reach a better understanding of and sympathy with each other's work and a more detailed knowledge of each other's resources. In his library there is a staff guild designed primarily to bring the staffs in far flung branch libraries together for social and professional occasions. The librarians of the college and the special libraries in research and industrial establishments are welcome at these meetings. A more purposive proposal not as yet put into action in Bromley is the arrangement of exchanges for periods of a few weeks for young trainee librarians preparatory to their school of librarianship courses. The exchange of young chartered librarians for shorter periods is also envisaged to enable them to gain insight into the type of service, the readers and the book resources of the other type of library. This is a start which could be of great benefit in carrying out any schemes for the improvement of the services which public and college librarians in their separate spheres try to give to their readers.

S R Gadsden **The College Library and Resources**

Mr Gadsden said he wished to discuss two points: firstly, the relationship between the library and the rest of the college, and secondly, estimates and finance. Under the first head, he said he intended to talk about the concept of the library as a learning resources centre, to sketch a background to further and higher education, and to make a few predictions as to the future.

The present pressure on the libraries is a sign of the increasing numbers of students coming into further education. One in three people in the fifteen to twenty age group are undergoing some form of further education, and the pressure in ten years' time for teaching staff will be intense. Current educational expenditure is five and a half per cent of the gross national product, and the total number of students on all courses in all further education establishments is three and a quarter millions. Obviously there will be strong pressure to itensify usage of existing facilities: most colleges are open for only nine months a year, while some open for twelve months and have two distinct student populations. Mr Gadsden foresaw a time when more libraries would be open during evenings and weekends - perhaps also during vacations - and this would give some relief to the high student-staff ratios. He foresaw group learning becoming predominant in primary schools and sixth form colleges, and the large class lecture supplemented by seminars and tutorials largely becoming the pattern in further education colleges. The student would be working on his own, in the library, far more. Mr Gadsden also saw the educational process as a learning, not a teaching one, and emphasised the library as a centre of learning resources. The task of the academic staff, including the librarian,

would be to motivate and encourage the student.

The library as a resources centre has information in whatever physical form it exists together with whatever means exist to exploit it, that is, including equipment and staff. Provision for tutorial and seminar accommodation for the student and staff should be made within the library environment, and the ultimate aim is for each student to have his own carrel within the library, as is the case in some colleges in the USA. The limits of the student's research would be set only by the broad goal of the curriculum, and the library should aim to provide him with the widest field of sensory experiences necessary for his study. The media store would release teachers for individual tuition. While Mr Gadsden did not wish to go so far as to say that the teacher would be absorbed into the library, obviously he was thinking in terms of a much more integrated service to the student than at present given. Caveat, "the retriever of documents is not the same as the retriever of the information they contain" (Gordon Wright). All this looks to be a formidable task: one solution to difficulties may lie in the use of computers. Mr Gadsden predicted that they will play an increasingly important role in the libraries, and are capable of offloading many of the librarian's chores, thus releasing him to get on to the fundamental job of exploiting the service.

If it is agreed that these developments are inevitable and necessary ones, in the education of students, then it follows that libraries need to be larger. Accommodation was suggested for at least one in four of fulltime students, bearing in mind that some courses (for example, social sciences) will need a still higher ratio. In the USA, one hundred per cent accommodation has been constructed, one college going so far as one hundred and ten per cent. In this country, one college submission is for a library complex of 70,000 square feet, including class room accommodation and provision for 150,000 books. Teaching facilities are currently out of favour, and DES priorities for future building programs include library facilities. Certainly, if further education developments favour this accent on library learning, there is a real chance for economy both in classroom facilities and in use of staff.

College finance comes via a local authority, and some of it is retrievable from pool. When preparing estimates, the librarian needs a yardstick to work on, and Mr Gadsden suggested that the only reliable method will be - as he has done himself - to take each course and assess its yearly needs and translate these into monetary terms. If an amount is then added for inter-departmental material and the library's own bibliographic needs, as near a true picture as possible will be obtained. Of course, this is a time consuming operation and needs the co-operation of the teaching staff. Mr Gadsden suggested that, as a guide, the percentage of the total college expenditure allocated to the library should be at least three per cent (it is often four per cent in the universities). One college had requested this, representing £75,000 and had been granted 1.75 per cent (£40,000), which was found to be by no means enough to meet the needs of all the courses requiring service. It was said also to be useful to put requirements under a number of headings instead of under one all-embracing sum, thus Books, Periodicals, Slides, Films, Microfilms, Equipment, National Lending Library Loans, Stationery, Contingencies. A Contingencies heading was felt to be essential, given the number of new courses which start without

prior notification of the librarian. An important feature in the matter of estimates is to convince the principal that the library is both fundamental to the life of the college and a sound economic investment.

Discussion Arising

Most of the discussion, including the question of student accommodation in the library and that of the use of resources such as a computer, arose out of the conflict between the operation of progressive ideas in education and the lack of the necessary financial resources. There was also some discussion over the preferability of a total book fund over departmental book funds. It was candidly stated that if a department knew the exact amount available, they might spend it up to the hilt: if on the other hand the librarian just supplies what is requested, there is very often a balance which can be spread to other departments in desperate need. The role of the librarian as a PR man here becomes clear.

A C Bubb College Libraries in the Future

Mr Bubb was considering the implications for libraries of the upgrading of institutions from technical college to college of advanced technology, to technological university, to polytechnic, and having witnessed the transmutations in Salford expressed some warnings regarding the library situations in the polytechnics.

Responsibilities for education courses are shared by differing agencies as a result of both historical accident and need: in any tidying up operation, one should define the operations of the institution, and in doing this one implies the activities of the library. But there is little clarity about the immediate future. The establishment of libraries in technical colleges is fairly recent, and viewed as separate units many of these are inadequate. Yet it is being realised that the library is a good and highly economical teaching device, and Mr Bubb thought that the tutor librarian had a distinctive active contribution to make. While he did not think that any other medium was likely to supplant the printed word, he thought that the technical colleges are right, where the universities are wrong, in having for long felt that students are not naturally disposed to 'bookishness', the relevance of this medium needing to be clearly shown.

College libraries (and public libraries, taking up the general library slack) are expected at short notice to provide entirely new services for a new course or department, and nowhere more clearly than in the reorganisation of institutions. While the universities expend four per cent of their total income on the library - and consider this inadequate, favouring nearer six per cent - the colleges which are to form polytechnics were spending less than one and a half per cent of a much smaller total income on their libraries. Any polytechnics attempting to parrallel the universities would be disadvantaged in that they could not, as the technological universities could and did, point to sister institutions as a yardstick for activities and expenditure. On the other hand, there is the possibility that polytechnics will be helped in library development in the same way as the CAT's were helped by CNAA insistence on adequate library facilities before

approval.

The polytechnics will make difficult demands on their libraries: research needs will make expensive demands, and there will be a great need for a mass of bibliographical material and a coherent programme of acquisition. Serving widely spread institutions with a breadth of subjects, the libraries will have to be large in size and stock. But there are differing scales of evaluation of library needs. Lanchester has forty thousand volumes, and awaits one hundred and ten thousand, while the new universities talked in terms of a quarter of a million volumes and upwards at their outset. Is there any justification for this?

The librarians of colleges will have to consider, given that demand outstrips resources continually, how far they can support all college activities, and whether they should neglect some in favour of increased support to others: in this respect demands for research material in obscure subject matters would be critically examined. General inter-communication was recommended, and the idea of a regional deposit library put forward. But this raised the question of whether separate educational institutions are the best way of doing the educational job. There is also the lesser practical problem of how to weld existing libraries of colleges into the polytechnic library.

The problems raised by historical factors, and the new accent on the teaching aspect of libraries, have helped to incur a reappraisal of the ways in which people actually use libraries and a reanalysis of the meaningfulness of retrieval systems. Some developments - for instance that of the give-away library photocopying and distributing extracts - are hindered by the Copyright Act.

In higher education as a whole there appears to be no move towards uniformity, and within the public sector, libraries are widely varying institutions. But there is a recent awakening to the value of library services. There is a need for strong librarians to fight parsimony, and hope may lie in the changing nature of librarianship itself, where there is a growing involvement with education in its widest sense. There is also a move towards a conscious adoption of inter-library services, where there is scope for economy and better service, and fuller exploitation of resources.

SYNDICATE FINDINGS

The Role of the College Library

Syndicates were asked to consider the problems faced and solutions reached in establishing the college library as an integral part of the teaching service.

One syndicate, in considering the teaching role, took it as a basic assumption that the library was already functioning efficiently as an information service, and that this had implications concerning adequate premises, staffing and stock, an efficient recording of information both in the library and elsewhere in the college, an efficient distribution of material, and an egalitarian attitude to all users of the service. The other two syndicates mainly agreed that the definition of the library service was adequately covered in the ATTI document 'Use of Libraries'.

Syndicates felt that use of library instruction was a mandatory part of every student's life: information such as location of library, hours of opening, retrieval and use of information should be given in order to inculcate in the student a lasting appreciation of the potential of information sources. However it was felt unsuitable for a rigid allocation of hours to be given, and most certainly the instruction should not solely consist of lecturing. The giving of individual help and guidance to all students who require it remains an essential part of the librarian's teaching role. Staff induction courses were welcomed.

It was suggested by all that the library should not be limited to books and periodicals but should include all materials and hardware commonly used, and space for the review and use of these materials, but the practical realities of this suggestion were not analysed. An important aspect of the library's function was considered to be the production of accurate, up-to-date and well-presented subject materials lists by the librarian in consultation with the subject tutor, and the role of librarian in helping staff by finding or stressing material was held to be important, in helping to make staff library minded and narrowing the discrepancy between staff expectations and the practical possibilities of service. The most difficulty was encountered where courses are written-examination based. Those with continuous assessment or projects were more rewarding from the library instruction point of view.

The question of the teaching role of the tutor librarian gave rise to the most dissention. It was felt that if a tutor librarian were required as a condition of employment to teach other than library subjects, this should only be done if it

were possible to ensure that this did not detract in the slightest from the essential functions of traditional library service. The education role of the librarian is to develop independent research techniques and evaluation of information, and to augment and amplify information given to students in the academic work of the college: the primary function is to develop the service, the secondary to teach the use of this service, and the tertiary to teach other subjects. If a tutor librarian has a specialist subject to offer, then by teaching he will become better integrated with other staff and gain invaluable further contact with students. The suggestion was made with a great deal of support that the prefix of 'tutor' be dropped on the understanding that librarianship is as important an educational occupation as that of teaching. The term was held to be out on a limb since all academic staff are lecturers: there are no 'tutor engineers' struggling for recognition. Conference unanimously agreed that the college librarian is running a service, and the 'tutor librarian' is there primarily to teach library practice and use.

Training for the teaching function was 'recommended', 'desirable' or 'essential', and the Garnett College type course was favoured by two syndicates. Because of problems arising in a library with a small supporting staff or a heavy administrative burden, the sandwich course was favoured over the full-time, and one suggestion recommended a two year course of a few weeks' continuous instruction per annum supplemented by a day a week for the rest of the period. All syndicates suggested that teaching practice should be in the librarian's own college. A localised short course with a section of the Library Association was also recommended. Content of courses stressed teaching methods rather than subject material, and one list put forward comprised the structure of further education in general and colleges in particular, the students' background (for example, block release, day release and the peculiarities of full-time education in further education), the problems of particular courses (for example, business studies and general studies), adolescent psychology, teaching method and learning theory, staff responsibilities, local library resources in the area, college library administration and educational technology. While instruction courses were also of great help to the librarian entering the college from public or outlier libraries, it was felt that the senior librarian - responsible for all clerical staff in the library and needing special training skills - should be dealt with as a separate function.

Internal and External Relations

Syndicates were asked to consider the library as a centre for information within the college and relations and integration of services with public, professional and industrial libraries.

As regards internal relations, it was agreed that since the library serves the college as a whole, it should function independently of any particular department, and it was felt that the librarian in overall charge of the library should ideally be directly responsible to the principal. While direct access was most effective, it is not always possible, and it was felt advisable in any case to build up as many channels of communication for influence and propaganda as possible. Membership of the Academic Board has value in conferring much-needed status on the

librarian, keeping him up to date with college developments, and pulling him more closely into the work of the college. The Library Advisory Committee's usefulness would be augmented where it were reporting direct to the principal or had itself some measure of direct power. Departmental meetings, where courses are discussed, can have propaganda value; and liaising with individual teachers (a continuous activity in most cases) was considered the method most likely to spread the gospel of the librarian's role. One college reported that a governor (a qualified librarian) had been appointed to co-operate with the library: recommendations were taken to the Governing Body, and here there were very few problems with the power structure.

However, formal relations do not eliminate the need for the informal approach. A two-way need for contact with staff is necessary to gain information from staff on course content, project work and so on, and to give information to staff and students regarding resources and service. Publicity would include new accessions lists, subject lists prepared in consultation with subject experts; periodicals lists, bulletins of relevant periodical articles and circulation of contents pages, a current awareness service, guides to library use, specialist book exhibitions, booksellers' and publisher's exhibitions staffed by representatives and circulation of catalogues, displays of new editions and an annual report recording the growth of the service. As with staff, much of the value of the librarian's work with students will be in the individual approach. The library should play a prime part in project work - for example, assessing project subjects in relation to the resources available - and must be seen through the course tutors to be involved with the subject work of the students. The library must be established in the students' minds as a centre for information both for personal and educational needs. Dependent upon the physical limitations of space, it can be valuable if the library can provide an atmosphere of relaxation and social intercourse.

In regard to external relations, conservatism broke out in the fundamental premise that the prime duty of the librarian is to service domestic demands and that no integration scheme that leaves the librarian without the final decision on policy and practice is acceptable. At the same time various co-operation schemes were suggested. Given the community role of the college library, either informal networks or locally organised co-operatives comprising local college, public and special libraries were recommended: these would undertake loaning and borrowing of printed and other materials, circulation of newsletters showing available resources and Union periodical lists, rationalisation of purchase of material; they would also service local schools and sixth-form colleges (particularly in regard to specialist information distribution), local small firms (giving positive organisational advice in the case of the founding of a specialist library), professional personnel and also private individuals. Inter-lending regionally and nationally through regional bureaux and the National Lending Library were recommended, as well as the use of the National Central Library. Personal contact was agreed to be particularly beneficial, and to this end regular meetings of librarians were lauded, and the seeking of contacts in research and professional associations and the relevant government departments was encouraged.

Finance and Resources

Syndicates were asked to consider the preparation of the estimates for a college library and their place in the college and further education budget, using a case study of Rainsworth College Library. The Technical College, which has one tutor-librarian provides courses which include HND and OND in engineering and business studies, commerce, catering, hairdressing and full and part time GCE; the population served is about 175,000, and the college is undergoing rapid expansion.

Syndicates recommended a budget of three per cent of total college expenditure for the library fund, and another three per cent for library staff. Criteria for the estimates were: accommodation for study - where requirements included study space, carrels, periodicals space, space for AVA and reprographic materials and staff; materials - where requirements were based on increased student hours, new and revised courses, SI units, stock acquisition (where it was recommended that all books be added to library stock following a decision to reduce departmental libraries) and stock renewal (augmented by metrication), binding, stationery, printing, rising costs, book losses and development and exploitation of new learning resources; staff - where a deputy librarian, a full time senior assistant, full time technician and full time clerical assistant should be appointed to cover increased hours of opening, the development of the library as a learning resources centre, the relieving of staff of clerical duties and an extension of Readers' Services.

It was considered that since a library is more than a collection of departmental books, there should be one library fund, regarded as an entirety, to be allocated at the discretion of the librarian with due regard to the needs of the library as an organic whole. Multiple copy provision of text books was considered no part of library provision and should be a departmental charge. Duplication of stock as acceptable, however, where there was need and provided that there was an adequate range of books in any case. Reader Services were considered pervasive through the library service as a whole and not liable to separation from the main budget. A separate capital fund for furniture was recommended in one instance.

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